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Le document rend compte de la situation, en 1972-1973, du programme Kaléidoscope élaboré au cégep Vanier. L'objectif du programme est de définir et de mettre en application de nouvelles approches pédagogiques fournissant un environnement stimulant pour l'apprentissage et dans lequel les étudiants seraient encouragés à explorer des disciplines reliées les unes aux autres, individuellement ou en groupe. Axé sur les sciences humaines, le projet portait sur les développements sociaux, culturels et politiques du Québec et du Canada. Deux groupes ont été formés, l'un centré sur une approche traditionnelle (magistrale) des divers thèmes, l'autre orienté vers des travaux de groupe.

Outre un état de la question, le rapport comprend l'évaluation du projet qui a été faite par les étudiants et les professeurs. Au total, 22 étudiants et les cinq professeurs qui participaient au projet ont accepté de répondre aux questionnaires (reproduits en annexe). Le document comprend également la formulation officielle du projet.

Le programme Kaleidoscope a suscité l'enthousiasme aussi bien des étudiants que des enseignants. Sa reconduction pour une nouvelle année est demandée.

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INTERIM REPORT
ON
KALEIDOSCOPE

AN EXPERIMENTAL PROGRAM
IN INTERDISCIPLINARY
TEACHING.

VANIER COLLEGE

1972-1973

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INTERIM REPORT ON KALEIDOSCOPE

The following report is in response to a request by the Recherche et du Developpement for information on the development of the Kaleidoscope program. This report compliments and is in support of an application for renewal of the grant for 1973/74 in order to implement the second phase of the program. It must be stressed that the report is more informative than evaluative because we are still in the process of development and therefore believe that it is too early at this time to make definitive judgements.

The objective of Kaleidoscope is to define and implement new pedagogical approaches to CEGEP teaching which will provide a stimulating learning environment where students are encouraged to explore interrelated disciplines individually or in a group situation under the direction of a team of teachers.

To this end, it was decided to structure the program into two distinct groups. Each group was autonomous as to structure, methodology and evaluation. It was hoped that the two groups would act as a control mechanism in determining the success or failure of the experiment. The two teams of teachers met only to decide on allocation of budget, to make policy decisions for the program as a whole and to exchange ideas and experiences. Studies centered on social, cultural and political developments in Quebec and in Canada.

Since one of the objectives of this experiment is to provide a learning environment where students feel motivated to explore academic disciplines, the two teams of teachers planned different pedagogical approaches. One group of students was directed toward an academic exploration of various facets of Canada according to teacher-directed themes.

.../2.

These students were expected to submit an interdisciplinary project and were given time in which to do independent study and research. Students worked individually in consultation with the team of teachers. Projects were chosen according to interest and took various forms, but mostly employed written work illustrated by slides, aural and video tapes. In addition, some students amplified the written project with a lecture.

The second group of students was pointed toward group oriented work. The emphasis was on an experiential learning situation. Toward that end a series of encounters were planned by way of speakers such as Pauline Julien, Prof. H. Guindon, Prof. L. Bergeron; field trips - a visit to Quebec city monuments, a visit to the new court house, a play; and group discussions centered on a book, a film or television production. Students helped to set up these encounters and then were expected to deal with the dynamics of the situation in a group context. The group response took the form of seminars, projects and debates. Some sample group projects are - a study of the urban transportation system, with printed material, photographs, etc. - video presentations dealing with the field trips; - a study of Quebec art illustrated by slides and photographs.

Two difficulties which arose in the first semester came about as the result of the three credit interdisciplinary format and problems arising from team teaching.

In attempting to define a priori difficulties in relation to evaluating interdisciplinary studies, we determined to award one mark for the term's work. However, because the program was committed to one universal mark this meant that each discipline was assigned an identical mark. The difficulty arose when one of the teachers in the team felt that the mark was not indicative of the standards set for his particular discipline.

.../3.

For example, a student may present a project which was entirely satisfactory from the point of view of Humanities and Political Science, but which was unsatisfactory in terms of the English requirement. The student must then attempt to make up the standard of efficiency for an English credit. While the problem was common to both groups, it presented particular difficulties in the project presentations in the Canada group.

As a result, most of the teachers regard the three credit format as both inhibitive in attracting students to the program because of the heavy commitment and as presenting unnecessary difficulties in evaluation. Changes for the second phase of Kaleidoscope are planned in this regard and will be discussed later in the report.

Both students and teachers in the program as a whole were dissatisfied with the interdisciplinary aspect of the program. One group changed the format of the course of study at about the seventh week as a result of a poll of students who found that the program was too discipline oriented. The change created new tensions, however, mostly to do with the lack of time to work out a satisfactory alternative. We are investigating and attempting to define more precisely the nature of interdisciplinary study in the light of our initial findings and to implement changes in the second phase of the program.

The effectiveness of team teaching in the early stages of development was not altogether successful. The first problem was that the option teachers were considerably handicapped by the number of hours committed to the program as opposed to the number of hours core teachers were involved. For example, the Humanities and English teachers met with students for nine hours a week as opposed to three hours for each of the option teachers.

.../4.

The result of this was that students tended to see the core teachers as the team and the option teacher as a "drop-in". In order to offset this, all of the option teachers put in many more hours of teaching than the required three hours. In addition, some option teachers were doubly penalized by having to increase student enrolment in their classes outside of Kaleidoscope in order to maintain the teacher-student norms. Again, adjustments have been made by both groups to try to solve this problem.

A more serious problem, however, arose in terms of the team agreeing as to objective goals and pedagogy. One group discovered that while they agreed on goals, the pedagogical methods of achieving those goals differed radically. This meant that an inordinate amount of time was spent in meetings dealing with pedagogical philosophy while trying to affect a compromise. In evolving the second phase of the program, behavioural objectives and methodology will be clearly worked out and agreed upon before classes begin.

At the end of the first term, a questionnaire was distributed to both students and teachers in the program to attempt to determine problem areas and to search for solutions. Questions dealt with pedagogy, teaching methods and the effect of the physical environment on the motivational and learning process. These questionnaires are enclosed. The results are being taken into account in planning the second phase of Kaleidoscope.

The concept of the open classroom for interdisciplinary study proved very successful. It was excellent for group activities and both students and teachers agreed that there was better communication than in traditional classrooms and that the atmosphere was more personal and relaxed. Students were motivated to work in such an atmosphere because they felt that it was their room.

.../5.

The resource centre was not quite so successful, because students did not make as much use of it as we had hoped. However, those students who did make use of the slides and tapes found that they enriched their understanding of the material under study. The play-back unit has proved valuable both as a teaching device and as a tool for motivating students to objectively examine the social environment through the eye of a camera.

Two attempts to identify, test and define interdisciplinary study have been made in the second semester. One group is exploring the effectiveness of a modular approach to interdisciplinary study. The other group is working along thematic lines with readings grouped by discipline but treating the program as one course.

In a further attempt to identify and define interdisciplinary study, we investigated innovative teaching at other institutions. A series of workshops brought representatives from Sir George Williams University and McGill University to Vanier. In addition, we participated in workshops with colleagues from within the college.

After a good deal of investigation it was agreed that the concept of modular teaching could be adapted to the college milieu without sacrificing the original objectives we had set of creating a learning environment in which students would be motivated to learn and without sacrificing either the interdisciplinary or team teaching approach. Consequently, a decision was made to modularize Kaleidoscope for 1973-74. A more detailed discussion of the rational for this decision will be found in the request for aid to implement phase two of Kaleidoscope and is enclosed for your information.

.../6.

A decision to eliminate the compulsory three credit system was also taken so that a student can choose one, two or three credits in the program.

The second phase of Kaleidoscope is aimed at creating an enriched course of study based on individualized instruction in the form of modules. It is designed to attract the average student and therefore core English and Humanities will be offered as well as Quebec literature, Political Science and Geography . The courses will be integrated according to subject areas effecting an interdisciplinary approach. The structure will allow maximum flexibility for individualized, interdisciplinary study. The same team of teachers currently working on the Kaleidoscope experiment has elected to remain with the program in the second phase of operation.

Enclosed is a sample module currently being evolved by the team of teachers. The Audio-Visual department will give assistance in establishing the final format of the module which will be illustrated with graphics. The modules are amplified by audio-visual aids which students will audit in the existing resource room. These aids consist of slides, audiotapes, and video-tapes already in our library.

In addition, the audio-visual department are working on a slide/tape presentation for orientation of the second phase of the program and are prepared to make productions written by and including teachers.

Looking toward the success of the second phase of this program to investigate new pedagogical approaches to CEGEP teaching, we hope to be able to establish our experiment as a permanent, self-sufficient program for accommodating large numbers of students while at the same time retaining a personal, comprehensive and exciting learning experience.

STUDENT EVALUATION OF KALEIDOSCOPE

1. Which section do you attend?

- ☐ Québec Milieu
- ☒ Canada Now

2. To what extent has Kaleidoscope been interdisciplinary?

- ☐ not at all
- ☐ just a little 6
- ☐ reasonably so 10
- ☐ very 4
- ☐ completely 1
- ☐ other (specify)
  Not answered 1/22

Comments:

- which we were interested in to do rather than subject.
- more time to work on them
- Topics and themes seem more interesting than just the

3. How well do you think the teachers in your programme worked together?

- ☐ not at all
- ☐ just a little 2
- ☐ reasonably well 13
- ☐ very well 4
- ☐ extremely well 2
- ☐ other (specify)
  Not answered 1/22

Comments:

- teachers needed to clarify guidelines and nature of projects

4. How would you judge the level of communication between teachers and students?

☐ minimal	-
☐ fair	5
☐ good	9
☐ very good	3
☐ excellent	5
☐ other (specify)	22

Comments:

- comfortable and friendly atmosphere
- [illegible] of openness
- personal interaction between teachers & students
- learning environment
- more opportunity could be given for personal expression and opinions.

5. How successful was Kaleidoscope for you

☐ not at all	-
☐ just a little	3
☐ reasonably so	9
☐ very	7
☐ extremely	2
☐ other (specify)	1
	22

Comments:

- only fault was that it did not go deep enough into ideas
- freedom to work on individual projects
- a course which has made me to see and perceive my world differently
- [illegible] on success

C-10

6. How would you evaluate the programme?

☐	poor	-
☐	fair	6
☐	good	9
☐	very good	5
☐	excellent	-
☐	other (specify)	1
	No answer	1
		22

Comments:

- would like one item of ... to feel such courses have a place in ...
- ... some ... would need to be done

7. In your opinion, what were the objectives of the programme? Were they met? (Please comment below)

- to ... in those ... a ... appreciation of ...
- to ... a ... of ...
- to ... appreciation of ... of ...

8. Would you recommend that the Kaleidoscope experiment be continued? Why?

Unanimous agreement that it should continue for some of the following reasons:

- ... of ... of ... in ...
- ... to ... courses offered
- ... of ... of ... the ...
- we ... more ... about ourselves
- ... experience

C-11

9. What did you like about the programme?

10. What did you dislike about the programme?

11. What are your comments about the rooms and how they were used?

12. Why do you think there was little use made of the Resource Area outside of class time?

13. Of the various teaching-learning methods in the programme, which did you find the most useful? Why?

(eg. large or small group discussion, A-V material, independent study, etc.)

- small group discussions enjoyed by a large number of students to great advantage
- use of audio-visual
- large group discussions
- independent study

14. What other methods might have been used?

- more field trips
- more one-to-one time
- seminars
- lectures
- more emphasis on independent study
- individual discussion with teacher

15. What are your comments of the programme content? (readings, etc)

Basically, the comments were very favourable vis-a-vis content.
- more Canadian novels
- literature reviews unsatisfactory
- not enough recent work

16. After taking this programme, what are your opinions of multi-credit programmes?

(eg. harder or easier than single credit courses; a better or worse learning environment, more or less pressure, etc.)

Majority opinion was that there was more pressure but better learning environment. Other opinions were:-
- more difficult than single courses
- less pressure to cover same material as single credit
- difficult to relate three class times and terminate

C-13

17. Please comment on your individual teachers in terms of their abilities to help you learn.

Many avoided the question, others obviously got rid of personal
[illegible]

18. Please write down any comments you might have about the programme, including any suggestions for improving it. Continue on the backs of these sheets if necessary.

- better relations between students
- [illegible]
- better communication
- [illegible]
- evaluate evaluation methods
- better [illegible], the training of [illegible],
[illegible]
- more field work

Quebec Milieu students please comment on the change of structure that occured in the programme.

The following questions to be answered by students in the Canada section only.

A. What is your opinion of the final interdisciplinary project?

- good learning experience, but too much content and too much [illegible] in connection with it.

- not enough to focus the student attitude

B. In your opinion were the non-scheduled class times...

☐	advantageous for further research	9
☐	spare time	6
☐	useless	2
☐	other (specify)	3
	Not answered	2/22

Comment:

Most students put the responsibility for use of time on the student's shoulders.

Felt this is rare student's chance to talk to teachers, work on project and can't treat the course case in a vile.

C. Were teachers available for personal consultation?

☐	not at all	-
☐	just a little	1
☐	reasonably so	6
☐	a lot	12
☐	completely	2
	no answer	1/22

STUDENT EVALUATION OF KALEIDOSCOPE

1. Which section do you attend?

- [X] Québec Milieu
- [ ] Canada Now

2. To what extent has Kaleidoscope been interdisciplinary?

[ ]	not at all	
[ ]	just a little	10
[ ]	reasonably so	4
[ ]	very	6
[ ]	completely	
[ ]	other (specify)	2
	No Answer	1
		23

Comments:

- Felt that the group concept was good.

- Nearly all programs or at least 4 format to enable a more inter-disciplinary approach. Some students felt it was non-disciplinary when we should but did not object to both.

3. How well do you think the teachers in your programme worked together?

[ ]	not at all	2
[ ]	just a little	5
[ ]	reasonably well	5
[ ]	very well	6
[ ]	extremely well	2
[ ]	other (specify)	3
		23

Comments:

The first two categories seem to be chosen because teachers did not always agree [illegible] - some students felt [illegible]. Only one [illegible] to [illegible]. Just seem to [illegible].

4. How would you judge the level of communication between teachers and students?

☐	minimal	3
☐	fair	2
☐	good	3
☐	very good	9
☐	excellent	5
☐	other (specify)	$\frac{1}{23}$

Comments:
- all teacher centric, then all student oriented
- [illegible]
- most [illegible] that it was a good idea, but communication [illegible]

5. How successful was Kaleidoscope for you

☐	not at all	-
☐	just a little	1
☐	reasonably so	6
☐	very	10
☐	extrenely	2
☐	other (specify)	$\frac{4}{23}$

Comments:
- Were reaction, but a significant number of students felt they
- [illegible]

6. How would you evaluate the programme?

☐	poor	2
☐	fair	-
☐	good	6
☐	very good	6
☐	excellent	3
☐	other (specify)	1
		23

Comments:

- Most students enjoyed the experimental aspect and felt that this is [illegible] concrete, worthwhile
- Students felt lack of way material.

7. In your opinion, what were the objectives of the programme? Were they met? (Please comment below)

- To make the present generation aware of its role in relation to nature - (majority of students stated this in one way or another)

Most felt this objective was partially realized

8. Would you recommend that the Kaleidoscope experiment be continued? Why?

All the students but one recommended that K. should continue. The discussion note the contribution to the lives of the student.

- A variety of reasons for "yes" eg. the awareness of the individual uncertain role he plays in an ecosystem, value
- very successful experience was a value in the future

9. What did you like about the programme?

- liberal atmosphere
- flexible
- field trips were excellent
- free action
- lots of information

10. What did you dislike about the programme?

- disorganization
- not involved enough to get much from the lectures
- general confusion
- lectures were not the answer
- lack of proper facilities for individual interviews

11. What are your comments about the rooms and how they were used?

- good facilities, but not fully used
- conducive when broken into small groups
- more use could be made of it

12. Why do you think there was little use made of the Resource Area outside of class time?

- apathy
- lack of information on how to use a resource area
- not enough material
- lack of interest in using extra work

13. Of the various teaching-learning methods in the programme, which did you find the most useful? Why?

(eg. large or small group discussion, A-V material, independent study, etc.)

This question was poorly worded
- group discussion - more than one to 10
- A-V
- field trips

14. What other methods might have been used?

- more field trips - real life confrontations
- group discussion
- student initiated discussion sessions
- there were many good suggestions

15. What are your comments of the programme content? (readings, etc)

- did not correlate with class sessions
- not enough variety in material
- too many readings
- should be more common readings

Most students enjoyed the readings very much, but should have been discussed in class

16. After taking this programme, what are your opinions of multi-credit programmes?

(eg. harder or easier than single credit courses; a better or worse learning environment, more or less pressure, etc.)

Easier from a work point of view - harder from an involvement point of view - more pressure - interesting mixture of the disciplines makes learning easier - better learning environment

C-20

17. Please comment on your individual teachers in terms of their abilities to help you learn.

Most students avoided this assessment - the remarks were generally fair ones.

Teachers should look at these answers themselves.

18. Please write down any comments you might have about the programme, including any suggestions for improving it. Continue on the backs of these sheets if necessary.

- like it one course - three credits
- more evening
- two semesters
- more than one of courses

Quebec Milieu students please comment on the change of structure that occured in the programme.

- students should have the right to plan their own courses
- the nature of the course makes for students to learn - even the frustrations
- the course is sometimes too rote
- too much rote, not enough challenge

EVALUATION/IMPRESSIONS
OF QUEBEC MILIEU

Cameron G. Young

The most important and valuable aspect of the Québec Milieu has been its experimental nature. By that I am referring specifically to the effort and time involved in attempting to arrive at a basically agreed upon educational philosophy and the methods to apply this philosophy.

The effort spent on collaboration, at attempting to articulate (to use that favoured word) our perceptions of education was the most positive outcome of the programme. Because of our differences of approach to this issue, the discussion of educational philosophy became an integral part of the programme. The students found (and placed) themselves in a position whereby they questioned the very nature of education and their personal relationships to the Quebec Milieu in particular.

My evaluation of their efforts to arrive at conclusions vis-a-vis their questioning of the programme is not quite so positive. In my opinion they did not face up to the responsibility they took on for themselves - to design their own learning experience.

On the other hand, I don't think they did any worse than the teachers did in arriving at (and carrying out) agreed upon goals.

But I don't think "The Quebec Milieu" should receive a negative evaluation as a consequence of the teachers and students not living up to the educational objectives they had attempted to define and implement. As I stated originally, the very process of wrestling with these issues is the very value of the programme, and I apply this judgment equally to both teachers and students.

After this general statement, let me comment on some of the specific aspects of the programme.

Team Teaching We didn't teach. We organized events, or let students organize them, and then contributed ourselves to the programme. Our value as teachers did not lie in our teaching, but in our being there to give our ideas, our outlook on life.

We weren't a team. We were different people coming together to interact with each other and with the students.

This did not happen by design, and that is just an example of a lucky, positive outcome of an experimental situation. We participated as individuals

within a common, albeit changing, framework, and I consider that experience to have been a far superior experience to one where we might have submerged our personalities in favour of a more disciplined, objective effort at presenting information.

Interdisciplinary If "interdisciplinary" is rigidly defined in terms of bringing specific discipline to bear on our issue, then I would have to say that "The Québec Milieu" has not been very interdisciplinary. However, if we consider "interdisciplinary" to include the concept of drawing on information from any relevant (or irrelevant) source, then the Quebec Milieu has certainly been that. We drew on sources from history, economics, political science, education, urban studies, transportation and whatever (outside of the teachers' disciplines) in the content aspects of the programme. To completely expose my bias, I would say that the Quebec Milieu fulfilled every requirement of a multi-disciplinary Humanities programme which is what I had expected it to be in the first place.

Student Output If a student succeeds in meeting the objective standards set for him by a pedagogue, this only means that he has performed as required. What he may have learned still goes unmeasured. I agree that student output may be a guide to assessing what a student has learned, and I know that impressive student output is satisfying to the teacher and gives him "objective" tools with which to justify the programme he has initiated, but I would still argue that laying too much stress on value on student output obfuscates what should be the primary and unmeasurable concern - student input. In other words I have no way of measuring student input in the "Quebec Milieu" as compared to my regular courses, but my subjective assessment of the situation lead me to believe that the 3-credit nine-hour aspect of the programme served to rivit student attention on the issues at hand (even if they backed away from them), and as a consequence the programme had a greater impact on them than a normal course would have had. It is in this regard that I consider a multi-credit programme to be of greater worth (in terms of impact on the students) than separate courses.

Student-Faculty Relationships In a group programme which includes few or more teachers, a lot of interesting things happen. Students at first aren't sure whom they should please. If the teachers don't provide a common front, students are a little more confused, and a various things can happen. They can play off the teachers against each other, they can withdraw within themselves, struggle to please each teacher separately, or, ideally, begin to accept teachers as human beings and begin to deal with them accordingly.

My opinion of the "Quebec Milieu" experience were that the number and forcefulness of the teachers (each in his or her own way) served to numb the students at first, cutting down on student-faculty "togetherness". As the students began to perceive us as fallible (sic?) human beings, and that they could effect control of some situations, they began to struggle with each other for recognition and so on, and that the teacher-student aspect of the programme became over shadowed by the intricacies of inter student relationships.

This is a roundabout way of saying that in other regular courses I established closer relationships with individual students than I did in the "Quebec Milieu", but that I knew the group a lot better than I have ever known the students in a normal class.

Conclusion In quick retrospect, the experience of the "Quebec Milieu" has been very satisfying. The struggle with peers in determining educational philosophy is not necessarily pleasant, but it forces the teacher to truly define his attitudes and to be willing to articulate and defend them.

Students did not "perform" at a level we might have hoped for, but I do not think that the programme should be judged a failure on that account. I believe that the process we all went through in attempting to establish our priorities was a useful and beneficial one, and the programme should be judged from that perspective.

I think the physical set up we have is a good one, and I heartily endorse the concept of multi-credit programmes.

I am hesitant about individualizing instruction too much, just as I am hesitant about focusing only on the group process. The plan we have for next semester might lead us to finding a happier medium between these two positions.

FACULTY EVALUATION

KALEIDOSCOPE CANADA

5 teachers answered the questions: 3 from the Canada theme; 2 from the Quebec theme.

Maureen: (Canada Theme)

1. How does your experience of teaching differ in this programme as compared to standard course teaching?

   The experience of teaching I found to be generally more rewarding in K than in othe courses - the easier atmosphere, i.e. less rigid, the atmosphere of the rooms, and above all, the flexibility of time because of the 3 hour time block account for the greater satisfaction. The students, getting to know each other more than in a regular course, contributed to this by stimulating each other.

2. Do you find a difference in student / faculty relationships in a team teaching, interdisciplinary programme? Explain.

   I don't know if this would apply to other such programmes, but in K I found the relationship between students and teachers to be much more personal, generally a closer relationship developed. This, I find, is a great advantage in teaching, though it also had the disadvantage of making evaluation a painful process.

3. Do you find a difference in student output as compared to standard courses? Explain.

   This is difficult to answer. In terms of written or otherwise "concrete" production, output was lower. In terms of class discussions, I found output higher. But in general there was one major problem: the students tended to think of the programme as/ course and object to a 3 course load. On the other hand we were asking them to relate material from 3 fields - something not required in three separate courses.

4. How do you feel about team teaching?

   I feel it is probably the most difficult, time-consuming, and exhausting experience I've ever had. On the other hand, it's very rewarding - I've certainly learned a lot from working with others.

5. Do you feel the course has been truly interdisciplinary?

   Not as much as I would have liked to see. The potential was there in the material we were using, but coordination was off. We hope to improve this aspect of the programme in January.

(Maureen: (Canada Theme) Cont'd:

6. Do you find that experimental teaching has led to other teaching/learning possibilities?

   Yes. For us it has led to the idea of modular teaching and a different approach to independent study.

7. Do you feel that the interdisciplinary aspect of the programme should be continued?

   Yes - in a different way. In this semester the interdisciplinary work was done primarily by students in their projects. This semester coming, we want the interdisciplinary emphasis to be in class - in what is presented and discussed in class time.

8. What do you think of the open classroom?

   a) Why do you think the resource room has not been used?
   b) What do you think can be done to encourage the use of the resource room?

   The open room is great. Provides a much more relaxed atmosphere, allowing for greater spontenacity. A) It's disorganized - there is no catalogue of available resources. Also, partially because some students were expecting an experimental programme to be "easy" and didn't take the time. Some did use it. B) Organize the material. Use the room as a 'reserve' room for assigned readings and tapes, etc.

9. Would you care to comment on any other aspect of the programme?

   The amount of time and energy required to keep going this semester was unfortunate. Other courses suffered to some extent. The two options teachers were present for more often than their commitment demanded - because it was necessary and they had the interest to make the effort. We are attempting to have this problem under control for next semester.

   On the whole, the experience has been a worthwhile one for me and I'd like to see it continued.

Evelyn: (Canada Theme)

1. How does your experience of teaching differ in this programme as compared to standard course teaching?

   Greatly; however, it is difficult to assess the positive or negative value to the difference in teaching. This programme involved commitment of a much more intense and not often as rewarding a degree. I feel, however, that as we were experimental in nature, many of the difficulties we encountered will be ironed out - to the improvement of a still promising programme.

2. Do you find a difference in student / faculty relationships in a team teaching, interdisciplinary programme? Explain.

   Yes - a feeling of much closer 'intimacy' with each individual student as well as with other teachers. Each students handicaps becomes evident and can be worked on in a more friendly atmosphere than exists in a normal course. Sometimes, the objectivity in evaluation is difficult to maintain.

3. Do you find a difference in student output as compared to standard courses? Explain.

   In our course - the reaction papers were of a higher calibre than those of other courses. The interdisciplinary projects were - on the most part - disappointing; however, the blame falls heavily on the instructors for not adequately foreseeing the difficulties students met in a major undertaking of our project's nature.

4. How do you feel about team teaching?

   A valuable experience - although often much more time-consuming than teaching one's own course where only one person decides on policy. The benefits are in a manifold approaches to one theme/topic.

5. Do you feel the course has been truly interdisciplinary?

   At times - yes. Interdisciplinary requires more 'training' and preparation time than we had available - all teachers must agree upon, and work toward, a common goal- which I felt was accomplished 75% of the time in Canada theme.

6. Do you find that experimental teaching has led to other teaching/ learning possibilities?

   Yes. Particularly to a modular teaching-learning approach in which one can attempt interdisciplinary as well as self-guided studies at a rate paced by each student. I hope that this pedagocical approach will be attempted in Kaleidoscope as much of our past work seems to lead to it.

7. Do you feel that the interdisciplinary aspect of the programme should be continued?

Yes - but not in a 3-credit structured course as K-C had set up. Success depends largely on the willingness of mature students to work together with other students as well as with the instructors. More options, if offerred would be an asset. Each discipline should be evaluat as a separate credit.

8. What do you think of the open classroom?

An excellent environment.

a) Why do you think the resource room has not been used?
b) What do you think can be done to encourage the use of the resource room?

Kal. students felt they had their 'own' room - which was of psychological benefit to the programme. Perhaps the Resource Room was not adequately made use of due to 1) non-stress of its importance
2) scarcity & disorganization of materials available (slides etc.). Both should be corrected.

9. Would you care to comment on any other aspect of the programme?

I The programme needs funds for summer work on organization, committed teachers & (hopefully) students.

An ability to hire/fire-perhaps. The mandate of a department of its own right.

I should like to submit an evaluation in January - when the term is over.

Roly: (Canada Theme)

1. How does your experience of teaching differ in this programme as compared to standard course teaching?

   Much more was left to the student in Kaleidoscope. I assumed that the inter-disciplinary project would take up much of the slack. This rarely happened.

2. Do you find a difference in student / faculty relationships in a team teaching, interdisciplinary programme? Explain.

   These relations were, on the whole, excellent up to the point where the students faced real critical judgement - then they began to break down. There is always going to be a real problem in "teacher as friend" and "teacher as judge".

3. Do you find a difference in student output as compared to standard courses? Explain.

   In the first semester I found Kaleidoscope output low in relationship to output in regular courses. Once again, I put too much reliance on "inter-disciplinary project" only to find that these not only lacked imagination in conception, but in format too often far inferior to those received in single courses.

4. How do you feel about team teaching?

   I like it when the team shares roughly the same philosophy of education. I do not have the strength to be continually wrangling over basic objectives. Fortunately, this did not happen in "Canada Now".

5. Do you feel the course has been truly interdisciplinary?

   Not really. We relied too much on the project to achieve this, as mentioned above. Occasionally we got close to the idea in joint discussion groups, but not in a planned, sustained way.

6. Do you find that experimental teaching has led to other teaching/ learning possibilities?

   Yes. It has helped stimulate my interest in modular courses.

7. Do you feel that the interdisciplinary aspect of the programme should be continued?

   I think so, but by means of planned activities, lectures, films, rather than by reliance on the inter-disciplinary project, which I feel should hardly be attempted by students having difficulty with a regular project.

8. What do you think of the open classroom?

Provides flexibility, but it is still difficult for the individual to study in.

a) Why do you think the resource room has not been used?
b) What do you think can be done to encourage the use of the resource room?

I am not sure, but I think the Library A/V system has better control features, filing features etc. - and perhaps we need more of these.

9. Would you care to comment on any other aspect of the programme?

The three-unit credit at one gulp is impossible for either students or staff to digest properly. I think it has lead to some abuses.

Lila: (Canada Theme)

1. How does your experience of teaching differ in this programme as compared to standard course teaching?

   It is far more demanding emotionally and not as satisfying academically. On the other hand, when positive things happen in the course it is far more exciting than standard courses.

2. Do you find a difference in student / faculty relationships in a team teaching, interdisciplinary programme? Explain.

   Yes. There is more of a group feeling. Student / faculty lines blur and the relationship is more equal. I think the interdisciplinary aspect leads to this.

3. Do you find a difference in student output as compared to standard courses? Explain.

   Yes. Students are together a good deal more than in three separate courses and therefore feel more comfortable in expressing their ideas in the group. Psychologically, however, I have the feeling that they tend to look at the program in terms of one course and to expect output to be equal to one course.

4. How do you feel about team teaching?

   Mixed feelings. It is important that the team not only have the same goals, but that they also agree on a general pedagogical method to achieve these goals.

5. Do you feel the course has been truly interdisciplinary?

   Not completely. It tended too often to be paradisciplinary. Teachers need to work very closely in order to co-ordinate the disciplines and the organization of the program worked against this.

6. Do you find that experimental teaching has led to other teaching/ learning possibilities?

   Definitely. I see modules as one way of encouraging independent study with academic content built in, while at the same time, freeing the teacher to work with students in small groups.

7. Do you feel that the interdisciplinary aspect of the programme should be continued?

   Yes. I would like to give this idea a fair trial.

8. What do you think of the open classroom? Excellent.

a) Why do you think the resource room has not been used?
b) What do you think can be done to encourage the use of the resource room?

a) Teachers have not encouraged the use of the resource room.

b) Perhaps hold a seminar on hopes - Continually remind students of the material for use.

9. Would you care to comment on any other aspect of the programme?

From the experience of the first semester, I would say that students need more leadership in the first six or seven weeks of class. After that time students should be encouraged to do independent work. However, if the student shows no inclination or states that he is not ready to work independently, then faculty should help him to structure a program of study.

The faculty who make up a teaching team should be very clear as to their objectives and methodology before undertaking a team teaching role. This does not mean that there is no room for differences of opinion, but it does mean that they should be able to communicate with each other.

PROJET DE RECHERCHE ET EXPERIMENTATION

1. College:

   1.1 Vanier College

   1.2 Michael Harper

2. Titre du projet (bref resume)

   Kaleidoscope - an innovative program in Canadian Studies based on individualized instruction employing modules. The project will employ team teaching techniques and encourage inter-disciplinary study.

3. Chercheur principal ou responsable immediat du projet:

   Lila Stonehewer, Mrs.
   Instructor in English and Humanities,
   Vanier College.

   Honours B.A., Sir George Williams University specializing in Canadian literature
   M.A., in Canadian literature, McGill University (director, Louis Dudek)
   Research assistant in Canadian studies program, Sir George Williams University
   Lecturer in Canadian literature, Sir George Williams University
   Responsable "Kaleidoscope" an experimental program in Canadian Studies, Vanier College.

4. The programme will be staffed by faculty members of Vanier College. Five teachers are required to continue the program. Each teacher will contribute two courses consisting of four modules each.

5. Plan de la recherche ou de l'experimentation.

   5.1 Definition du probleme:

   The proposed program came into being as a result of increasing student interest in the social, cultural and political developments in Canada. The plan is to focus on a course of study which encompasses political, social and cultural developments in contemporary Quebec and from the Quebec context to an exploration of Canadian society as a whole.

5.1 Definition du probleme:(cont'd)

As a result of the experience gained in the first semester, the teachers in Kaleidoscope believe that modules are a more efficient means of encouraging independent study than the methods currently employed. By placing academic material in modules composed of readings, tapes, slides and video-tapes, students are able to proceed independently and at a self-paced rate of study. The team of teachers, acting as co-ordinators will bring an interdisciplinary aspect to the program by means of seminars, small group discussions and tutorials. Speakers, films and field trips are an integral part of the program.

Course of study:

The program will be a multi-dimensional course of study based on individualized instruction in the form of modules. A module can be defined as a self-contained and self-pacing unit of study. The program is designed to attract the average student and therefore core English and Humanities will be offered as well as French literature, Political science and Geography. The courses will be integrated according to subject areas effecting and interdisciplinary approach. A student may choose up to three courses in the program. This structure, we believe, will allow maximum flexibility for individualized, interdisciplinary study.

We would like to incorporate community work with academic study and to this end would like to include a summer work project where theoretical knowledge could be applied in practice.

5.2 Justification du project:

The future of education lies in equipping students to cope with a multi-dimensional, electronic world where change is the norm. Today's classroom is inadequate to prepare students to deal with such a world. Lectures

5.2 Justification du project:(cont'd)

supplemented by the printed word cannot keep pace with the information explosion. We must help the student to learn new ways of assessing, digesting and creatively employing the mountains of data with which he is confronted. Individual instruction in modular form increases the effectiveness of instruction by ensuring mastery of the subject-matter. Flexibility of course content is increased by providing remedial measures and by supplying supplementary material for interested students. Frequent testing devices built into the module such as reaction papers, objective tests and orals provide both students and teachers with regular, immediate and comprehensive information about the student's level of performance. The tests ensure immediate consultation with the teacher so that remedial measures may be applied. It is important that students see the tests as guidance devices and not competitions between students and teacher. Modules therefore should provide greater, not less, personal interaction between student and teacher, thus avoiding the trend toward depersonalization that results from mass education.

Modules oblige the student to resume responsibility for his own learning. In the broader sense, individualized learning in modular form could provide a means for reducing redundancy of course offerings in CEGEPs and provide a mechanism for co-operative programs between colleges. The cost factor would therefore be reduced as a pooling of resources and personnel goes into effect.

Finally, if interdisciplinary modular programs prove successful, large numbers of students could be served without the depersonalization inherent in mass education.

1.3 Methods and techniques

The existing resource room and equipment would be adequate to launch the project in its initial stages. We can accommodate 150 to 180 students per week. The three hour time block presently in use would be continued; students would also be expected to spend a minimum of two hours work employing audio-visual equipment in the resource centre. Students may choose up to three courses in the Kaleidoscope program.

Each course comprises four modules. The team of five teachers will each contribute two courses comprising four modules per course. Each module is a collection of book and non-book instructional material, sufficient to give a student mastery of a given topic. Students work through the modules individually and at a self-paced rate.

Audio-tapes, film and slides will be available in the audio-visual room located in the existing resource centre. This room provides five carrels that are equipped with cassette tape recorders, slide projectors and earphones.

In as much as there will be few formal classes, supplementary films, lectures or panel discussions will be presented by teachers as well as by guest speakers who have expertize in the subject area. An interdisciplinary bias will be introduced in planning the content of modules according to specific subject areas in order to integrate all disciplines. For example, the team of teachers may agree that the subject area will be regional disparity. Modules for individual disciplines such as English literature, French literature or Humanities will be designed to deal with various aspects of regional disparity.

5.3 Methods and techniques:

Five subject areas are planned for September 1973. The student may choose within this structure, up to three courses, from the offerings. Five modules will be offered for each course and students will choose any four designed modules to make up a course. They will also be given the option to design their own module. Each module will be self-contained as well as being integrated (according to subject areas) with other modules. Essential to each module is the Study Guide. Study Guides will be available at the Kaleidoscope Centre for each module. The guide gives the following information:

a) A short introduction to the topic of perhaps two or three paragraphs that briefly outline the basic issues to be considered in that module.

b) An annotated set of Basic Readings on that topic. A student is expected to work through these readings before undertaking any response to the module.

c) A series of study questions to be kept in mind while working through the basic readings. These serve to focus students' attention on what we consider the principal issues in this subject.

d) Additional readings, usually books or more technical articles, for those students whose particular response to the module indicates further reading and research.

e) Suggestions for finding more information on the topic. This might include films, tapes, institutions, organizations or people, that could serve as additional resources in researching the topic.

f) Suggestions for projects and other work appropriate to the topic.

The contents of the module will vary with the discipline and the teacher; however, the team of teachers will work together closely to achieve parallel work loads.

5.3 Methods and technique:(cont'd)

The modules will be designed by the teachers who will work closely with the audio-visual department in the creation of each module.

A passing grade for the course will comprise successful completion of the four modules. In each module additional options will be open to the keen and interested students; for example, a term paper or a project. First class grades may be achieved through these means depending on the quality rather than the quantity of work.

The program will begin with a week of intensive orientation in order to explain the concept of modules. Each module will be equal to three week's work, so that students will have twelve weeks in which to complete the course. The final two weeks will be set aside for evaluation purposes at which time student films, slide presentations or project presentations may be shown.

Because modules are self-instruction units, teachers will assume the role of resource directors. Their duty will be to co-ordinate the courses in an interdisciplinary way, through seminars and other group activities. Students will be encouraged to form small groups, for research projects. If the modular approach proves successful, new modules and subject areas will be added each semester and established modules will be revised and up-dated.

5.5 Attitude des professeurs et des eleves:

The Vanier community has been more than co-operative in support of Kaleidoscope. The Research and Development Committee have given guidance and help to the program; departments have generously released staff to work in the program and the majority of students who have participated in this experimental course have been enthusiastic.

5.5 Attitude des professeurs et des eleves: (cont'd.)

They have also been most helpful in offering suggestions and revisions for the program. Teachers involved in the experiment are unanimous in wishing to carry on the program.

6.1 Salaires (7840) - Since the staffing will be done by existing faculty at Vanier College, we request the equivalent salary of one teacher ($12,000) so that personnel may be released time to design the modules.

6.2 Benefices marginaux (7842) - $600.00 for student laboratory assistants. Students assistants should be available to help students find audio-visual aids and to act as supervisors in the resource centre. The amount stated above would cover approximately 180 hours per semester.

6.3 Frais de voyage (7844) -

6.4 Furnitures (7852) - 2 filing cabinets -
2 filing drawers -.

6.5 Services - (7854)

6.6 Operating and capital budget